DOCUMENT RESUME

ED 246 504 CS 504 634

AUTHOR Arnold, William E.
TITLE Instruction for the Year--2000.
PUB DATE Feb 84
NOTE 18p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Seattle, WA, February 18-21, 1984).
PUB TYPE Speeches/Conference Papers (150) -- Viewpoints (120)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Educational Trends; *Futures (of Society); *Higher Education; School Role; *Speech Communication; *Speech Curriculum; Speech Instruction; Teacher Role; *Technological Advancement

ABSTRACT

Several features can be predicted for the future of higher education in general and for the field of communication in particular. The first is based on the impact of technology, described by Naisbitt as the restructuring from an industrial society to one based on the creation and distribution of information. If the media and the computer become the basis for information exchange, the role of the instructor will also change. Curriculum development should occur in three major areas: organizational communication, "communitechnology," and communication ethics. On a broader scope, the debates over theory and skills and quantitative versus qualitative research will lessen as professionals in the field recognize that all these components are necessary. Courses in listening and in public speaking will increase, to balance the increase of technology. Colleges and universities may see an erosion of their educational role as alternative ways to gain access to information increase. As the future becomes more stressful, there may be more coursework in the area of crisis communication. Finally, the basics will prevail in education, but the underpinnings for these courses will change significantly. (HTH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

X Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

William E. Arnold

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED246504

INSTRUCTION FOR THE YEAR--2000

William E. Arnold

Department of Communication

Arizona State University

Tempe, Arizona

602/965-4580

INTRODUCTION

Jane and George started their day a little differently this morning. Besides the O.J., cereal, and the various multiple vitamins, the purple pill was to be ingested with milk. Granted, it was a lot easier to take than the implants that were surgerically positioned in the early 1990's. Nevertheless, it represented the first commercial use of the knowledge pill (HiQ) developed by Mind Expansion, Inc. Implants had been used successfully for 10 years, but the cost of surgery had not decreased as expected. It all began in the 1980's when scientists discovered that they could implant a portion of the brain of a young mouse into that of an aging mouse and reverse

CS 504 634

the aging process. This naturally lead to microchip implants of the 90's.

Several university hospitals had developed a direct computer linkage to the brain via a micro circuit terminal placed directly behind the ear. The design was so sound that disks of information could be copied directly into the brain a person simply incorporated the material into his/her own life experiences. In fact, recall did not differ between persons with real experiences and those who received their memory by computer transference. However, surges in electrical power had created several lobotomies and the research had been temporarily short circuited.

While the above ideas may now sound far fetched, we have already developed emotion pills (See Science,84). Leonardo DiVinci, Jules Verne, and George Orwell may have been dreamers as they looked at their future, which is now part of our past and present. Today's science fiction is tomorrow's version of reality. Just read today's newspaper. Naisbitt does and probably has another chapter for Megatrends ready. Let's take a "trendy" look at the future by studying the present and the past. The purpose of this paper is to examine the future of instruction in Communication. In recognition of the contributions of rhetorical critics in our field and my own need not to re-invent the wheel, rest assured that I studied numerous writers and futurists to get an "accurate" picture of tomorrow's means of

instruction. A bibliography of those sources are included at the end of this paper.

So that we start from a commonground or at least so that we have a basis for an argument, I would like to establish two goals of instruction --the ability to change, and the ability to solve problems. These two skills are the key to all instruction regardless of the field of study. The ability to solve problems includes both the skill of finding information and the ability to process that information. For the short term, we will have to be able to use a library and other forms of information storage until the knowledge pill is perfected.

By way of introduction, we should look at the prediction of other writers who look toward the future. Williams and Dordick (1983) suggest five changes that will affect us. First, communication will become a substituto for expensive transportation. Second, information is increasirgly becoming a commodity in modern, post-industrial economies. Third, network information services are bringing everthing from banking to shoe shopping into the home. Fourth, electronic leisure is one of the fastest growing components of our economy--tv, pay-tv, disk, tape, and home computers. Finally, educational practices are making their greatest advances, not in the public schools, but in business with many technological assistance programs. In the February 13th. issue of the Wall Street Journal an article suggested that the manager throw away the pencils and plug in the

micro. The author believed in time all managers will be using micros for work. Each of these five impact on us as individuals and as teachers.

While I am not going to focus on faculty and students in this paper, I cannot resist the temptation to comment. I predict that the instructor may be a thing of the past by the year--2000. When we develop a computer that can accept visual and verbal comunication and provide a critique of that message including audience response, we may not need teacher critiques of our commmunication.

Finally, Toffler, in The Third Wave, talked of a society affected by technology and transportation. Perhaps communication has the most to gain or lose in the third wave. Communication may be our form of transportation in the future. McLuhan considered the car as man's extension of his legs. Television, computers, cable tv, and the laser may be the extension of man's sensory processes. If we can direct the sensory extensions like we direct sometimes the car, we can gain with technology in the third wave. When we drive carefully with a purpose, the care is a tremendous help. If we are directed by the extensions of the media and technology, we could lose control and be addicted to them.

WHAT WILL COMMUNICATION INSTRUCTION BE LIKE IN THE FUTURE

There are several features that I would predict for the future of higher education in general and for the field of communication in particular. Each of these predictions will be examined in this paper. The first feature is based on the impact of technology which Naisbitt described as the restructing from an industrial society to one based on the creation and distribution of information. Part of this prediction can be seen in the following table which compares the traditional and technological models. The technological side reflects more of what the future will bring.

Traditional and Technological Models

Traditional	Factor	Technological
Verbal media-teacher	Media	Wide range
Sole decision-maker	Teacher role	Team
Verbal form	Form of presentation	Flexible
Passive	Student	Active
Group based	Individualization	Need based
Fixed	Time	Flexible
Student	Responsibility	Shared
Verbal	Content	Varied
Summative	Form of evaluation	Formative
Infrequent	Frequency of evaluation	Frequent
Normative	Basis of comparison	Criteria

This information and predictions for the future already exist at some institutions. If you accept the premise of the third wave, some programs are in the age of information exchange, while other curriculums still study only public speaking. Certainly, science

fiction, like the movie, Foxfire, would suggest that we have gone beyond media as the only form of information exchange. Perhaps we will soon have brain-computer interfaces as the medium for exchange(hard wired or telepathic).

If the media and the computer become the basis for information exchange, the role of the instructor will change in the future. Unlike some academic fields where the teachers read their notes to the students, the instructor of communication can play a dynamic part. I would argue that communication is more than the simple exchange of information. Two computers can exchange information. A human and computer can exchange information. When two human beings interact, they exchange more than the content, but you already know that. Teachers will take on the important role of interpreter and maybe even mediator to insure that the parties to the communication understand their complex roles as we interact via technology. It will be the task of the instructor to see that we understand and are understood in our communication with others. Technology can aid in the transmission of information, but instruction will be needed to explicate the naunces of meaning to our messages. The importance of communication as a means of instruction will grow. Of course, we have always stressed this contribution to the educational system.

The emergence of a close relationship of communication to the media and technology, could raise the question of

departmental structure in the future. Where should mass communication be taught? I would argue that the issue of instructional housing is secondary to program development. Departments exist for the convenience of faculty and less for students and programs. Faculties and departments that fail to incorporate media and technology into their curriculums are in for a future of declining enrollments (more on this issue will be said in the next section on curriculum). If we believe that media and technology are important to our students, as I do, we will have to break the territorial boundaries that now exist with many programs around the country.

COMMUNICATION CURRICULUM

Curriculum developments should occur in three major areas in the next twenty years. The following time line suggests the period of development:

Organization Com.	Communitechnology	Com. & Ethics
Today	1987	1990

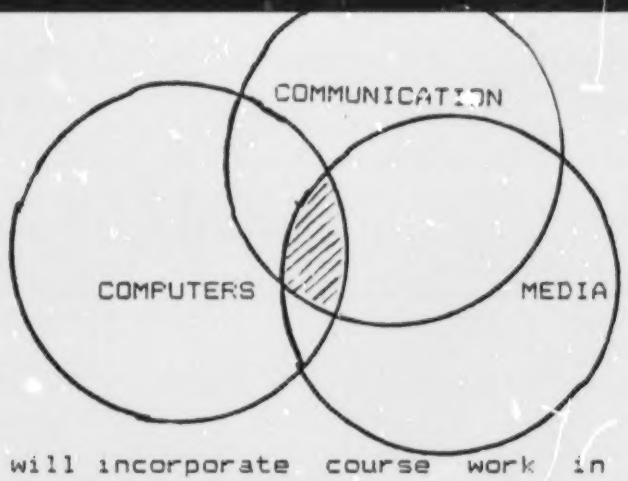
This represents an approximation of the three areas that I believe are in our instruction future. Allow me to discuss each of these areas briefly.

Organizational comunication has been around for years as a

viable program. Recently, departments are seeing rapid growth in the number of students that are interested in the area. Students seek programs that emphasize interpersonal interaction more and accounting less. Employers are beginning to realize what surveys have been telling us; employees need to know how to communicate. Students with an organization communication emphasis should find a growing job market. The student with the organizational communication major and additional course work in business and computers will be in the best position for employment (Baker will talk more about placement in his paper).

Briefly, internships should increase greatly in the coming years. Students, faculty, and employers are discovering the tremendous value of pregraduation employment. ASU's internship program has grown from five a semester to sixty-five just one year later. In fact, I have more placements than students. However, I would predict that interest in the organizational area will wane by 1990 due to the increases in the areas that I will discuss in the rest of the paper.

The second area of growth is communitechnology. The following model provides a perspective for this curriculum:



This field will incorporate course work in written and oral communication with computer instruction and educational technology. One area of communitechnology that is growing in demand is in training and development. We need to train our students to translate technical information into language that you and I can understand. Have you ever tried to read any of the manuals that are provided with micro-computers and related software? Teachers of such technology are not much better.

We will also need to train our students to aid people in the benefits and losses of teleconferencing. This use of technology is experiencing slow but steady growth as a substitute for what we are doing here. A talking head is bad in person but worse on the tube. Teleconferencing like television and all other media should make a contribution by improving the traditional convention. What would we do without our convention happy hour? Communitechnology curriculum can aid the student to meet the challenge of teleconferencing.

Although we have seen the demise of the Cube system in Ohio, interactive cable television will play an important part in the communitechnology of tomorrow. We will see the interpersonal

communication process with television as part of the system. We will need curriculum to consider the limitations and benefits such a system will offer.

The last area that I would like to explore is that of communication and ethics. This topic was fairly popular in the sixties as we examined the impact of the hidden persuader. We were particularly concerned that an advertiser might get us to buy a product that we really did not want. With the idea of implants and pills, we will need to re-examine the issue of ethics for communication. For example, how much experience should one receive from a brain implant or pill at a given time? Should advertisers be allowed to tap into our brain in order to sell a product? Are these frivolous questions? Who would have thought that premedical students would be asked their views on using clinically dead people to experiment on so that we can learn about cancer and its cure. While I am not suggesting that the issue of experimentation is of concern to communication education, the application of future research to advertising will be of great importance in our curriculum. We will need to guide our students in the ethics of the relationship to the sciences of biology and medicine to the communication process.

Ethics and communication will have to consider the benefits of technology and medicine versus the liabilities of the potential harm that can occur. For example, a research firm in California announced that all potential consumers can be

considered as possessing one of nine different values. Their recommendation to suppliers is two-fold. Find out what group your product or service is designed for and use the value system as a part of your advertising to enhance sales. These are the issues of the communication curriculum of tomorrow. It is also interesting to note that last fall, the The Wall Street Journal ran a series of four articles on ethics and business. The general conclusion was that 65% of Americans felt that the overall level of ethics in American society has declined in the past decade.

While we have considered three major areas for future curriculum development, there are several other minor areas that I would like to consider in this paper. I am going to conclude with some prognostications that may be a little off the wall.

Minitrends

The first minitrend has already been suggested in the above section. I see a closer link between communication and the field related to medicine. With the use of the NMR and the CT scan, we will see courses that will look at the anatomy and physiology of communication. We will also see courses in communication and the brain. Parallel courses will look at listening as a process. With the scientific capability to examine the brain, we will look at the biochemical and electrical changes that occur during communication. Obviously courses will emerge that consider

these subjects. The increased emphasis on medicine should bring a lessened influence by sociology and psychology on our curriculum. It may also structure the sociological and psychological impact in the process

Second, debate over theory and skills and quantitative versus qualitative research will lessen. We should discover that we need both skills and theory just as we need both types of research. As I suggested in the beginning of this paper, problem solving is an important skill for every student. We should see a refocus on "problem" and less distinction over "method."

Some writers have talked about high-tech/high touch as an important issue of the 90's. Essentially, they are concerned that we will get so far into computers, technology, and robotics, that we will loose our interpersonal skills. If I spent too much time here with my computer, would I loose my ability to relate to others? (Don't answer that!) We will see curriculum considering issues like networking and group process more than we now have. Nonverbal communication will continue as a part of the high touch--both literally and figuratively!

As a corrollary to high touch and the research from the field of medicine, I would predict that we will see more listening courses developing Carkhuff's fifth level of listening. If you recall, he suggested the individuals at this level are essentially telepathic. As science tells us more about

the brain and communication, we will be able to apply the research to our teaching of listening. If this area gets fully developed, we will be able to teach innerpersonal communication which will no longer be aural but will be more than nonverbal.

We should also see additional courses develop in the area of public speaking (currently called presentation skills). These courses will have to take into consideration more than just the one to many setting. We will have to interface the media and even the computer into our teachings.

Fourth, colleges and universities may see an erosion of their educational role in the next twenty years. I can now turn to my computer with a telephone interface and communicate all over the country. I could dial a friend in New York and leave a copy of this paper to critique. I can call an information network like the SOURCE and get a complete (even annotated) bibliography on any subject. Someone else can pour over the library materials, and I can take advantage of results for a few dollars. I can find tutorials on a variety of subjects just a phone call away. I can send a "help" message to anyone who has the information or skill that I need. I suspect that I would receive more help from the computer network than some of our students get from our colleagues.

Next, I see more course work in the area of crisis communication(I have to say that) or communication and stress.

The future will become more stressful, if we are not careful to plan ahead. Political and social problems will continue, but the stress will increase because technology has increased our information supply geometrically. Further, robotics and other innovations will continue to increase our leisure time. Extra time could bring creativity or boredom. Both could be stressful.

I have found a continued increase in students who take crisis communication. In fact, as the student population ages, I am seeing more older students who have experienced more severe crises like divorce, attempted suicide, and rape. Communication and listening skills can aid these students as they seek a positive resolution to their crises and reach out to help others.

Finally, we may have to cater our courses to the older students and even to special interests like nursing or business students, but I do not believe that these special courses will last. I believe that the basics will prevail in the years to come but the underpinning for these courses will change significantly as I suggested earlier. Mathematics remains, but differences occur when you switch from a base ten (10) to a base two (2) number system. A medically based communication curriculum differs from a psychological or sociological base, but communication is still and will continue to remain central.

Off The Wall

As I promised earlier, allow me a few predictions that may be more science fiction than possiblity. I predict that our discipline as we now know it will be replaced by the year 2000. We have seen our field(rhetoric, oratory, speech, communication) undergo changes since 2300 B.C. This change will occur because communication people who became knowleogeable on computers will team up with technology specialists who recognized a need for a systematic study of information exchange.

National conventions and maybe even the associations will be replaced by a mega-information network that will go beyond traditional discipline guidelines. We will recognize that the network can give us more than a national or regional meeting, and we will use the local environment and individual travel for interpersonal stimulation. The network will allow us to keep in better touch with more people than large meetings can. We will still have personal contact but on a smaller scale.

We cannot accurately predict the future, but you can make it happen. If you like my picture, go for it. If not, promote different changes and work for them.

In conclusion I must share an experience that I hope no one else will have as you try to move to the computer age. This is

the second complete draft of this paper. I say complete draft since the first draft was erased from the computer's memory for some unknown reason. Maybe the computer has taken over my senses rather than the reverse_____*%#!!!!!

BIBLIOGRAPHY

Deethardt, John. Communication at the Center of Future University Education: Implications for Innovation presented at the Speech Communication Association meeting in Washington, D.C., 1983.

Gantt, Vernon. Computer Literacy in the University of the Future. presented at the Speech Communication Association meeting in Washington, D.C., 1983.

Haigh, Robert. et. al. Communication in the Twenty-First Century. New York: Wiley. 1981.

Naisbitt, John. Megatrends. New York: Warner, 1982.

Peters, Thomas & Waterman, Robert. In Search of Excellence. New York: Harper and Row, 1982

Toffler, Alvin. The Third Wave. New York: Bantam, 1980.

Williams, Fred. The Communication Revolution. Beverly Hills: Sage, 1982.

Williams, Frederick & Dordick Herber. The Executive's Guide to Information Technology: How to increase your competitive edge. New York: Wiley, 1983.

Zarley, Craig. Dialing into Data Bases. Personal Computing Vol. 7 December, 1983. pp. 135-139.

Also see the attached bibiliography and the entire issue of Training and Development Journal for December, 1983. The issue is devoted to media and technology.